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ABSTRACT

During the academic years 1975-1977 a model program was developed for recruiting, training, and placing technically competent community college students as teaching assistants to secondary school vocational education teachers. Students selected enrolled in a basic teaching methodology course and were placed in an area high school vocational education class where they obtained practical on-the-job training. A total of seven area high schools participated in the project with approximately 205 ninth through eleventh grade students involved. Approximately 143 community college administrators, faculty, counselors, and students were also involved, with significant involvement occurring for twelve students and twelve staff. Findings were that this experience aided the college students in deciding whether to enter a four-year teacher training institute, while also ascertaining other routes to becoming a vocational teacher. The project also benefited participating high schools through support services provided by the assistants, and by articulation between the institutes, providing greater understanding of vocational training programs. Project results indicated that a career specialization program such as this is a viable approach to decision making for vocationally oriented students. (The model, "Prospectus. Teacher Assistant Training Project. Transport Model," is available separately.) (BL)

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ED146429

FINAL REPORT

TEACHER ASSISTANT TRAINING PROJECT

Project No. E-M-7-76

Encumbrance Number 03-650-082

Project Contact Person:

John F. Bohan

CLACKAMAS COMMUNITY COLLEGE

OREGON CITY, OREGON 97045

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June, 1977

OREGON DEPARTMENT OF EDUCATION

CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT

EXEMPLARY

CE 013 597

TITLE: Teacher Assistant Training Project

INSTITUTION: Clackamas Community College

PROJECT CO-ORDINATOR: John F. Bohan
Address: Clackamas Community College
19600 S. Molalla Avenue
Oregon City, OR 97045
(503) 656-2631

PROJECT DURATION: September 1976 through June, 1977

COSTS:	State	Local	Total
Part A	$10,726.00		
Part B	$ 4,791.00	$19,274.00	$34,803.00

NUMBER OF STUDENTS AFFECTED: 315 NUMBER OF STAFF INVOLVED: 64

PROJECT DESCRIPTION

The Teacher Assistant Training Project at Clackamas Community College is a program designed to give students in the latter stages of their vocational education curricula an opportunity to obtain first hand knowledge of vocational teaching. Career opportunities exist for instructional placements in the vocational field and this project is designed to be one method of exposing more students to teaching as a career choice. The areas of technical skill training and preparation for vocational teaching are a combination that community colleges are in a unique position to offer students.

Purpose:

The purpose of the project was to refine curriculum and procedures of the Teacher Assistant Training Project in relation to the initial year of the project. The development of the general use potential, it's transferability and transportability in the form of an outreach guide which deals directly with curriculum and the program in the educational consequences of the project is the proposed form.

Precedure and Outcomes:

Procedures were refined for recruitment, selection, placement, and field experience of community college students. Evaluation surveys were prepared for each group affected by the project. The program will produce as it's product - Guidelines for the transferability and transportability of the project to other community colleges through the State Department of Education.

BACKGROUND AND INSTRUCTION

I. Purpose

The Teacher Assistant Training Project was instituted at Clackamas Community College, 1975-1976. The program was funded by the State Department of Education. Further funding was obtained through the department for the year 1976-1977. Three goals were established for Phase II of the project: 1) To develop support among vocational students and personnel at Clackamas Community College and high school vocational personnel for instituting and maintaining a program to offer another career avenue for exploration; 2) To further refine curriculum operational processes and procedures as established in the initial year of the project; and 3) To develop a transfer and transport model in the form of programmatic package and staff outreach goals which deal with curriculum and procedural processes associated with the Teacher Assistant Training Project.

II. Students and Staff

High School: A total of seven area high schools participated in the project. 32 staff, including co-operating instructors and administrators, were contacted or involved. Approximately 205 high school students were affected, ranging from the 9th to 12th grade. Approximately 142 community college administrators, faculty, counselors, and students were affected by the project. Significant involvement occured for 12 students and 12 staff, including counselors, administrators, and faculty.

Other Personnel: 12

There was a six member Advisory Committee for Phase II of the project

including: Dr. Richard Holloway, State Department of Education: Dr. Joel Galloway, OSU; Dr. Al Pfahl, Clackamas County IED; Dr. Ron Kaiser, Dean of Instruction, Clackamas Community College; Dr. Arnie Heuchert, Personnel Development Center; and John Bohan, Project Coordinator. Ms. Pat Justice, Mt. Hood Community College, was in charge of evaluation. Eugene Vinarskai administered funds from the State Department of Education, and Dr. Richard Holloway, State Department of Education, had supervision of field monitoring. The project coordinator was the lead teacher for the education classes held on the campus.

III. Settings

The settings for the class Ed 199, Introduction to Instructional Techniques and Methods for Occupational Teachers and the seminar for Ed 210, Introduction to Vocational Teaching were classrooms at Clackamas Community College. Ed 210 was offered Fall, Winter, and Spring terms. Ed 199 was offered Winter and Spring terms. The settings for the field placements were vocational classrooms and labs in area high schools and Clackamas Community College. They included:

A. Sabin Skills Center, Industrial Mechanics
B. Canby High School, Agriculture
C. Gladstone High School, Automotive
D. Oregon City High School, Automotive
E. West Linn High School, Agriculture and Machine Shop
F. Clackamas Community College, Graphic Arts, Horticulture, and Drafting departments.

MAJOR ACCOMPLISHMENTS/OUTCOMES

I. Methods and Strategies

The project's main purpose was to develop a transport model for the Teacher Assistant Training Project. This model has been refined from the discoveries of the initial year of the project and is included as Attachment A in this report.

Another outcome that was achieved was to refine srategies as utilized in the curriculum and procedures of the project. Methodology as practiced in vocational teaching was the main thrust in Ed 199, Introduction to Instructional Techniques and Methods for Occupational Teachers. Teaching strategies and methodology were considered to be lacking as part of the instructional processes in the initial year of the project, so this was stressed in the classes this past year. The community college students responded to this and used the methodology presented extensively in the high school classroom and lab. Ed 210, Introduction to Vocational Teaching seminar was combined with the seminar for Ed 209, Introduction to Teaching. This appeared to result in an increased awareness of the relationship of general education and vocational education on the part of both groups of students - Those in general education as well as those enrolled in the vocational education area.

The third area of accomplishment as related to the goals was the maintenance and furtherance of support among vocational personnel and the student population. Contacts were instituted at schools associated with the project. Supervising instructors reported that they enjoyed working with community college vocational students and the feeling of the students was mutual. It was a new area of endeavor for the community college students but they rose to the challenge and as an exploration facet of the project it was suc-

cessful. Support among students at the college was dependent upon the strength of commitment among counselors, so the main objective in this area was to acquaint the counseling staff with the project, which was done by personal contact.

A. Recruitment

The purpose of recruitment was to identify and enroll qualified vocational students in the Teacher Assistant Training Project. Second year or fourth quarter vocational students at Clackamas Community College were eligible for inclusion in the project.

Procedure: Dissemination of information about the project to Clackamas Community College staff and students.

1. Contact personnel through community college structure utilizing communication procedures through Division Chairpersons and to individual instructors.
2. Recruitment by project director at student registration by spending time at registartion desk.
3. Send reminders to key personnel, such as Division Chaair-persons, Department Chairpersons, and individual instrut-ors.
4. Identify and use institutional instruments to inform stud-ents: Cougar Print, student newspaper and Today bulletin, college daily information sheet.
5. Identify other ways to inform students: Posters and person-al counseling.

B. Selection

The purpose of selection was to ascertain skill levels of potential students. Students were required to obtain recommendations from an

instructor or other appropriate source (Appendix B) and to indicate an interest in vocational teaching.

1. Students in the latter stages of all vocational courses at Clackamas Community College were eligible for inclusion.
2. Students were referred by college and DVR counselors and in some cases, came on their own through observation of various publicity sources to explore the project. Appropriate skill levels were required of all students.

C. Method of training of students

The training of students selected for the Teacher Assistant Training Project was a two-part process: Classroom instruction and supervised teaching experience in the field.

1. Ed 210, Introduction to Vocational Teaching, six credits, consisted of a one hour seminar per week, and a total of 150 hours in a supervised teaching situation as an assistant. Ed 210 was offered Fall, Winter, and Spring terms. It was felt that placement of students in a teaching situation immediately would be beneficial for their experience. It proved to be, as students could obtain a feel for teaching at once in a supervised situation in the classroom. The weekly one hour seminar dealt with basic methodology, as this was considered to be a weak link from the 1975-76 project experience. During 1976-77, the seminar was combined with Ed 209, Introduction to Teaching, which is mainly for beginning elementary and secondary education students. This strategy worked very well, as much discussion ocurred to establish the relationship between basic general education and vocational education as they each relate to career education as instituted in the Oregon

public school system.

The field experience was for a total of 150 hours in a vocational classroom/laboratory. It was felt this could be accomplished in one of two ways. The first was completion of the total amount of time in one term, consisting of 15 hours per week, for 10 weeks. The second method consisted of less time per week, receiving an Incomplete grade for the term and finishing up the time commitment the following term. This was selected by some students and did appear to be useful in cases where a student did not have the 15 hours per week necessary to spend in a supervised teaching situation. (Appendix C).

2. Ed 199, Introduction to Instructional Techniques and Methods for Occupational Teachers, was a class that was designed to assist the beginning occupational teacher to identify, plan for, and implement effective instruction. Areas of emphasis were curriculum, instruction, and evaluation as utilized in vocational education.

D. Field placement

The purpose of placement was to identify appropriate schools and co-operating instructors to work with Teacher Assistants in field placements.

Method employed: Phone calls and visitations, particularly with Dr. Al Pfahl, Career Ed Director, Clackamas County IED, for placement recommendations.

Personal contact with supervising high school instructors was initiated and maintained to insure working programs through public school systems. Coomunity college placements were utilized for students who could not, because of scheduling con-

flicts or transportation problems, be placed in secondary schools. Community college vocational instructors were extremely helpful in this aspect and proved to be very successful field placement options.

Surveys were done by supervising instructors regarding the effectiveness of the field placements and for recommendations regarding possible changes in field placements. (Appendix D)

II. Accompishments for Students, Teachers, and Schools.

A. For community college students enrolled in the project.

1. 12 students were enrolled and completed courses in Ed 199 and Ed 210 as specified in the project. Additional students enrolled in Ed 199. They included a nursing instructor from a hospital and two beginning vocational instructors employed by Clackamas Community College. These students added immeasurably to the course with their observations and practical methods as used by them in their instruction.
2. The post tests indicated an increased awareness of the field of vocational education, education in general, and the work of teachers in particular. (See Appendix D.)
3. Students reported their field experience was useful in exploring another avenue of education that could open another career choice for them.
4. Decision making as to career change posssibility and to relate decision to educational consequences.
5. Knowledge of subject area was felt to be increased as a result of interaction with high school students.
6. Change of career goals may be a consequence of the exploration of the area of vocational teaching for some students.

B. For high school and community college students in classes where the Teacher Assistant was placed.

1. Students reported the Teacher Assistant was very helpful to them.

2. The Teacher Assistant helped high school students either change their mind or solidify their positions in a positive way toward Clackamas Community College.

3. Co-operating instructors reported for the most part that the experience of having the Teacher Assistant in their classroom improved the educational experience of the students in the classroom. (See Appendix D).

C. For co-operating instructors

1. Instructors reported that the experience gained on both sides was very helpful. Some TA's, particularly the younger aged, were not as mature as the supervising instructors felt they should be. They acted more as a buddy than as a teacher. Older students did not seem to have this particular problem.

2. Co-operating instructors used TA's in all areas of instructional processes, including small group presentations, individualized instructional aides, as substitutes when the supervising teacher was absent, and in other ways. The TA's gained valuable experience from these interactions as reported in their evaluations. (Appendix E).

D. For the schools

1. Extended co-operation and co-ordination occured between the community college and the high schools through the interaction of TA's, co-operating instructors, and other interested parties.

2. The project coordinator met each month with Vocational and/or Career Ed Directors through the county IED. This proved to be a good link for consultation and communication.

3. Community college faculty and administrators were made aware of the project and expressed a desire to have and use more students in the project.

4. Co-operation and articulation between Clackamas Community College and OSU continued with block transfer of credits possible in specified vocational areas as applied to Vocational Teacher Education curriculum.

III. Dissemination and utilization of product developed

A. Guideline handbook for the transferability and transportability of the project to other community colleges through the State Department of Education. Useable by Project Directors, Counselors, Administrators, and Supervising Teachers.

B. Other products developed (Appendices B, C, D,)

1. Recruitment: Posters
2. Information sheet: To prospective enrollees
3. Recommendation forms for student enrollees
4. Project information sheets for co-operating instructors
5. Course outline for Ed 199: Introduction to Instructional Techniques and Methods for Occupational Teachers
6. Course outline for Ed 210: Introduction to Vocational Teaching
7. Guidelines for Teacher Assistants
8. Pre- and Post-Test Self Assessment Forms for Teacher Assistants
9. Evaluation instruments for co-operating instructors, Teacher Assistants, and high school students

EVALUATION

The project had three goals for 1976-77:

-To develop support among vocational students and personnel at Clackamas Community College and high school vocational personnel for instituting and maintaining a program to offer another career avenue for exploration

-To further refine curriculum offerings and operational processes and procedures as established in the initial year of the project; and

-To develop a guide for the transfer and transport model in the form of programmatic package and staff outreach goals which deal with curriculum and procedural processes associated with the Teacher Assistant Training Project.

Discussion of goals

I. Goals: To develop support among vocational students and personnel at Clackamas Community College and high school vocational personnel by

--Making community college students aware of the project,

--Identifying ways to facilitate community college student participation in the project, and

--Identifying ways to improve support among vocational personnel.

Results:

A. Resources utilized for recruiting college vocational students and general college awareness were:

-Special posters used on the college campus (Appendix B)

-Stories in student publications: Today daily campus information sheet and student newspaper Cougar Print

-Special notuces to college vocational instructors and counselors

-Project coordinator planned contacts with students and classes

1. The majority of students entered the program through the efforts of the counseling staff. Fewer students were enrolled than anticipated mainly because of the time commitment of 150 hours. Vocational programs are somewhat compressed at the college and this factor made some students decide against it. The majority of enrollees had finished their Certificate programs and had decided to continue to obtain an Associate Degree, or as further exploration in a new career area. Posters tend to get lost in the myriad of other posters that are displayed. They are noticed initially before many others get put up, but after that they are lost. One of the most effective recruiting tools was the Today bulletin. This is a daily news and information bulletin at Clackamas Community College and is widely read by students and staff. Mention was made of this in the surveys of college students as to where they had received information of the project.
2. The main effort directed at high school personnel was through personal contact with instructors and administrators, such as vocational education directors. Communication was instituted and maintained by monthly attendance at the Clackamas County IED Vocational and Career Education Directors meeting. Contacts were also initiated by high school and college instructors involved in last year's project

which demonstrated a measure of program effectiveness. Instructors associated with the project have expressed a desire to have more students as Teacher Assistants. Their commitment to the project and the students was extremely high the past year. More mature students relate to the teaching role as a leader and these students would seem to make better TA's. Maturity is the big factor and co-operating instructors expressed a desire for more mature students in the future.

B. Facilitation of student participation

1. Students who applied were varied in experience, ranging from students who had finished programs of study, students who were enrolled in vocational programs, and students coming back to school to facilitate career change. As previously mentioned, the seminar for Ed 210 was combined with Ed 209. Both groups of students became more aware of each other's area of interest in the total spectrum of education with Career Education being the catalyst for these discussions. The students became interested in and aware of the status and trends in career education. Results were achieved using this method of course inter-relation, so it is being considered for inclusion as part of the curriculum at Clackamas Community College.

2. Student effectiveness seemed to relate to the initial year's findings as to maturity of students. Younger college students tended to be buddies and did not

emulate the teaching role as easily with secondary school students. Students with more mature outlooks seemed to create a more favorable learning atmosphere in the classroom.

3. The 150 hour total commitment for the practicum was a major obstacle that had to be overcome. With vocational programs being compressed at the college level (4 terms in some cases) students enrolled in full time vocational curricula did not have the time necessary to spend 15 hours per week in the secondary classroom. This was alleviated somewhat by allowing those students with less time per week to take an Incomplete at the end of a term and complete the total time commitment the following term. Some students did elect this option, which did help.

II. Goal: To further refine curricular operational processes and procedures as established for the project in its initial year.

Results:

A. Ed 199, Introduction to Instructional Techniques and Methods for Occupational Teachers was a course designed to assist the beginning occupational teacher to identify, plan for, and implement effective instruction. Broad areas of emphasis included curriculum development, instructional techniques, and evaluation devices.

According to course evaluations prepared by students, one of the most important factors learned was in evaluating other students as well as themselves. Preparing and planning lessons using a task analysis basis was also stressed in the course. It was felt that by making a student aware of proper method-

ology as a basic element of the course, the student could even structure their own life patterns more effectively and efficiently. From evaluations processed, the course proved to be effective for students in presenting the material emphasized in the course outline. Student responses (Appendix E) indicated that the basic concepts were useable in their vocational education endeavors. Terminology was one area that had to be explred and explained. Most students had not been associated with education courses before, so a most important aspect of the course was to make sure that these terms were nor going over the heads of the students. This was an accomplishment that was perceived to have occured.

b. Ed 210, Introduction to Vocational Teaching, Seminar and Practicum was an observation and teaching practicum for a total of 150 hours combined with a one hour seminar per week to acquaint students with vocational teaching as is practiced in the classroom/laboratory. The seminar dealt with an overview of teaching and career education. The concept of career education as instituted in the state of Oregon was the catalyst for the launching of these discussions. By using this area as the key, students from vocational education and general education could see how the concept of career education fit into both areas, and how basic teaching methodologies and problems were not unique to any one area. Through student evaluations (Appendix D) the most important idea to occur repeatedly was that confidence was built up in themselves as they worked with students in the classroom. Most college students felt quite insecure when first entering the classroom, but by utilizing the methods taught, and

employing techniques discussed in the seminar, and using the expertise from their vocational areas of study, they got to the point where they felt they could handle situations that arose in the classroom. Students were also used to take over classes for instructors that had to be absent, which helped build up more confidence. For many, this was a "first" experience identified as teaching, and some, after experiencing this as an important aspect of their education, felt that it may develop into another career choice for them. The exposure to teaching at an early point in their vocational preparation gave them a new avenue to explore, one they may not have had another chance to experience. One student has now started a career in teaching by enrolling at OSU, and others are contemplating it as a career choice. The project appeared to be sucessful in this area.

III. Goal: To develop a guide for the transport and transfer of the Teacher Assistant Training Project for use at other community colleges. This guide to be disseminated through the State Department of Education.

Results:

This guide is included as Attachment A in this report.

Also developed were evaluation instruments used by groups associated with the project. Groups surveyed included: Co-operating instructors, Teacher Assistants, and students in the classroom/laboratory in which the Teacher Assistant was placed. Evaluation instrument used a rating scale from Poor to Superior on a scale of 5. All instruments are included as Appendix D with a summary of evaluations.

Group responding:	
I. Teacher Assistants	A. Pre- and Post Self-Assessment tests
	B. Teacher Assistant evaluation of Teacher Assistant Training Project
II. Co-operating instructors	A. Co-operating instructors evaluation of Teacher Assistant Training Project
	B. Co-operating instructors evaluation of Teacher Assistant
III. High school students	A. Student evaluation of Teacher Assistant

SUMMARY AND CONCLUSION

Recruitment proved to be the most formidable object to overcome. The time commitment of 150 hours was too much in many cases, with compressed time schedules in many vocational areas. Most students enrolled in the Teacher Assistant Training Project had either finished certificate programs and were taking more college work to obtain an Associate Degree or were taking many less classes than were recommended for their area. Counselors are the main source of recommendations for student participation. In the initial year of the project a counselor was assigned as half-time director of the project. This was an added value and advantage to make students aware of the program that was not available in the second year. This seemed to make some difference in student awareness and participation.

The two areas of education that were combined to afford training seemed to be effective. Vocational education and general education seminars helped to increase student enrollment to a point where it would be possible to keep the classes as a part of the community college curriculum. This procedure will be followed at Clackamas Community College.

The Teacher Assistants reported their field experience was valuable to them and th co-operating instructors used them in a wide variety of ways. The instructors and schools have provided a most meaningful experience for the community college students. This early career experience gave the students a chance to fulfill a career potential that they did not know existed within themselves. For others it gave an in-depth experience that enabled them to realize that teaching was an avenue they would not care to continue in. As a pre-professional training program it proved to be a ben-

fir in that it helped to determine definite career avenues that students could follow or that they did not wish to follow after a thorough investigation. In the past many students prepared for a teaching career without being aware of all the things associated with teaching as a result of faulty information. This program enabled the student to gain firsthand knowledge of all the various duties and preparation that teachers have to do on a daily basis. Because of this knowledge, the vocational student at Clackamas Community College or any other community college having such a program is better able to make a more rational decision based on sound and studied reasons.

RECOMMENDATIONS

The major goals and objectives of the project were met. There are some areas that need close scrutiny when the project is instituted in other community colleges.

1. Stipends be limited and/or eliminated. During the initial year of the project $150 was given to each student upon sucessful completion of the program. Stipends during that time seemed to be the major incentive to enroll - and not the educational experience that was afforded. In the second year, this was changed to $50 to defray travel expenses connected with the field experience. The money was not found to be a major factor in the decision to enter the program the past year, so it is felt this should not be an inducement. Perhaps in areas where travel entails a considerabel expense for students, mileage allowances should be provided.
2. In the matter of recruitment, a counselor should be assigned responsibility for recruitment of students, if possible, within the system. It is almost exclusively dependent upon the counseling staff to identify and encourage students to enroll in the courses. The placement of posters on campus and stories in available media does give some notification, but the program does need explanation in detail to a student, and this can be done only on a one-to-one basis by the counseling staff or a program co-ordinator.
3. Adequate time and means to communicate must be provided. The counselors and faculty at a community college need to be informed and aware of such a project, and then fully committed to

introducing the opportunity for exploring vocational teaching to a student. The program, at the community college level, needs time to build student interest as with any new offering, but the co-operation generated between public schools and the college by such a course is most assuredly worthwhile.

4. Articulate courses into the existing structure, if possible. Check for duplication of offerings, especially when minimal number of students are enrolled. This college's experience during the '76-77 project was to combine the seminars for Ed 209 and Ed 210. By combining these classes, it was found that the awareness of students in both areas waa increased in the total concept of career education as it is instituted in the State of Oregon. The information from both areas was found to be beneficial to each student. Basic methodology situational concepts were used as the keystone informational lecture material in the seminars. From this basis many discussions were launched. During these discussions it was found that the problems in one area of instruction were not confined to that particular discipline, but were present in each. The students became aware of this through this method and gained more knowledge than would be obtainable otherwise. Clackamas Community College will continue in this manner in the coming year, as it seemed to be a way of instituting and maintaining low enrollment courses and yet not appreciably changing seminar content in either course.

5. Correct placement of students in supervised teaching situations is of utmost concern. Information for placements usually may be obtained through the county IED's. The Career or Vocational Ed

Director is well informed and can give the best reccommendations about good placements. If this source is not available, contacting individual high school Vocational Education Coordinators or Curriculum Coordinators is another way to obtain suitable placements. It should not be left to chance.

6. A prospectus for instituing the project in a community college is included as Attchment A in this report.

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR 97045

DIV. HEALTH,P.E.,HUM.SERV.

TEACHER ASSISTANT TRAINING PROJECT 1976-1977

BUDGET

	State		Local	Total
	Part D	Part B		
A. PERSONNEL				
1. Coordinator - Education Teacher at Clackamas Community College 1.00 FTE for 10 months (Sept. 1 - June 30)	7,881	4,119		12,000
2. Secretary .25 FTE x $585 x 10 months			2,808	2,808
3. Administrative time - CCC Dean of Instruction 5% x 28,572			1,428	1,428
4. Administrative time, participating high schools				
a. Principals & Program Directors (5% x 8)			6,400	6,400
b. Instructors (5% x 8)			4,800	4,800
B. PARTICIPANT EXPENSE				
12 students @ $50	600			600
C. EMPLOYEE BENEFITS				-
1. Coordinator @ 20% of 12,000	1,725	675		2,400
2. Secretary @ 20% of 2,808			562	562
3. Administrative time @ 20% of 1,428			286	286
4. Staff @ 20% of a & b above			2,240	2,240
E. TRAVEL AND COMMUNICATION				
1. Coordinator @ 15¢/mile 2000 miles	300			300
2. Coordinator - Meals	159			159
3. Telephone	70			70

(continued)

	State			
	Part D	Part B	Local	Total
F. SUPPLIES				
1. Instructional & Office Materials, Postage			250	250
2. Printing			500	500
TOTALS	10,735	4,794	19,274	34,803

APPENDICES

Appendix A:	Reference list
Appendix B:	Information sheets, poster, Guidelines to co-operating instructors, Guidelines for Teacher Assistants, Procedure for selection of students
Appendix C:	Course outlines
Appendix D:	Project evaluations
Appendix E:	Comments of student participants
Attachment A:	Transport Model for the Teacher Assistant Training Project

REFERENCE LIST

Administrative Rules 31-000-34-042 Oregon Rules for Certification of Teachers, Specialists, and Administrators. Oregon Teacher Standards and Practices Commission. Effective January 1, 1975

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Ed 311 Theory and Practicum II, and III. School of Education, OSU, 1975.

Ed 199 Introduction to Instructional Techniques and Methods for Occupational Teachers. Clackamas Community College, 1976-1977.

Ed 207 Introduction to Education. Clackamas Community College 1976-1977.

Ed 209 Introduction to Teaching. Clackamas Community College, 1976-1977.

Ed 210 Introduction to Vocational Teaching. Clackamas Community College. 1976-1977.

INFORMATION SHEET

TEACHER ASSISTANT TRAINING PROJECT

The Teacher Assistant Training Project is in its second year at Clackamas Community College. It selects occupational/vocational students who are in the later stages of their community college studies for a course in basic teacher education. The course will provide basic teaching methodology and information of career education as it pertains to the State of Oregon. The student is placed as a Teaching Assistant in an area high school vocational education course under a supervising teacher. Here they will obtain practical on-the-job training, and from this decide if this is a career they care to pursue.

The project can accept up to 30 students. The student will obtain nine hours of credit: three for the methodology class and six for the field experience. The field experience will consist of 15 hours per week in a classroom in an area high school. The student will receive $50 for travel expenses during they time they are out in the field.

Students who apply must be advanced in their technical area and will be asked to provide a recommendation from the appropriate instructor in their field of study.

The experience offered by this project is advantageous to the student in a variety of ways. First, it will provide an in-depth look at the field of vocational education as a career and the opportunities that exist in the field. Second, it will provide a basis for students who go into industry to become on-the-job trainers. Third, the student will have some education credits for continuing in vocational teacher training. Forth, the student will make new contracts which may provide a source for recommendations regarding skills useful in job hunting.

The project also offers benefits to the participating high school. Although the high school instructor will spend time working with the Teacher Assistant, the in-class help provided by the assistant should be worthy of the instructor's time. The presence of the assistant in the classroom provides for more individual attention for the high school students. In addition, the close interaction of the community college trained student with a high school instructor should promote greater understanding between vocational training programs in the high school and in the college, beneficial for articulation between these institutions.

If you have any questions or need further information, please call John Bohan, Project Coordinator, Extension 348, 656-2631, or stop at the office, Orchard Center 125.

JB:11-76

Trade & Industrial - Ag - Home Ec - Business

STUDENTS

Take a LOOK

at TEACHING

The Teacher Assistant Training Project will give you

- 9 hours of credit

- $150.- per quarter - Travel Expense
- Supervised teaching experience
- Knowledge of career opportunities in vocational education
- Additional skills to offer an employer

↳ for further information contact
John Bohan, project coordinator
Office: Orchard Center 125
Ext. 304; 656-2631

CLACKAMAS
Community College

GUIDELINES TO THE COLLEGE STUDENT IN ED210

1. Attend class daily and on time, as per your commitment. Your supervising instructor is depending on you. If you must be absent, early notification to your supervisor is most important. When possible, a minimum of one day's notice should be given. Tell your teacher or call the school office and leave a message. Contact your college supervisor as well.

   Personal illness or an emergency in your immediate family are considered valid reasons for an absence. Personal business of any kind is not an excusable absence.

2. Participate in activities as negotiated with your supervising instructor.

3. Attend seminars regularly.

4. Report any problems or conflicts you experience to you college supervisor immediately.

5. Your high school supervising teacher is not being paid to work with you—your presence should be such that it compensates him for his training he provides for you.

6. You are expected to observe situations which demonstrate:
   a) Cognitive development of students
   b) Affective development of students
   c) School as a social system
   d) Cultural diversity
   e) Learning and instruction
   f) Classroom behavior

7. You are required to:
   a) Tutor one or several students under the classroom teacher's supervision
   b) Aide small groups with learning tasks
   c) Perform routine duties such as attendance, equipment management, set up inventory, record keeping
   d) Plan and carry out instruction for individuals and groups
   e) Correct papers
   f) Locate materials and supplies
   g) Supervise seat work or station work
   h) Share in room clean up, light, heat, and space control
   i) Evaluate individuals and groups

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR 97045

TEACHER ASSISTANT TRAINING PROJECT

To the Co-operating Instructor

The Teacher Assistant Training Project of Clackamas Community College is now entering it's second year. It has been designed with several purposes in mind. First, the intent was to encourage vocational students at the college to explore their interest in the area of vocational teaching as a career. Second, the intent was to provide valuable and competent teacher assistants for vocational teachers in the county high schools. The teacher assistants selected for the project have had to establish their competency in their vocational areas through recommendations or endorsements of their skills by instructors. In addition, they have sucessfully completed a basic teacher education course on the college transfer level.

It is the intention of the project that the Teacher Assistant will provide you with a service in return for the opportunity you are offering them. They will provide you assistance in your class while you provide them with expertise in teaching skills. The Teacher Assistant is required to be in class fifteen hours per week which should provide adequate time for a co-operative experience to develop.

The following guidelines are suggestions as to the kind of experiences we expect to be available to the Teacher Assistant. Specific and routine activities should be established at the outset of the field experience in consultation with the college supervisor, college student, and co-operating instructor.

The college supervisor is John Bohan, Teacher Assistant Training Project Co-ordinator at Clackamas Community College. Phone: 656-2631, Extension 304. Please feel free to call at any time if problems develop.

Guidelines to Co-operating Instructors:

Teacher Assistant Field Experience

1. Provide opportunities for the college student to observe teaching activities by pointing out situations in the classroom which demonstrate:

    a) Cognitive development in students
    b) Affective development in students
    c) School as a social system
    d) Cultural diversity
    e) Learning and instruction
    f) Classroom behavior
    g) Other situations you perceive as relevant to instruction

2. Provide opportunities for the college student to tutor a student or several students under your direction

3. Provide opportunities for the college student to aide small groups of students with learning tasks.

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR 97045

Co-operating Instructor; (Cont.)

4. Work with the college supervisor to complete an evaluation of the college student's performance for the period spent in your class.

5. To provide additional experiences for the college student as agreed to by the college supervisor, the student, and yourself.

   Possible activities may include but not limited to:
   a) Planning and carrying out instruction for individuals and groups
   b) Correcting papers
   c) Locating materials and supplies
   d) Record keeping, inventory, attendance
   e) Supervising seat or station work
   f) Sharing in room clean up, light, heat, and space control
   g) Evaluating individuals and the group

6. To give an evaluation of the effectiveness of the Teacher Assistant Training Project.

TEACHER ASSISTANT TRAINING PROJECT

Name _____ Date _____

Please comment on the above student's skill or skills in _____ area and also add any additional comments you think would pertain to the student's ability to function in the Teacher Assistant Training Project.

(This form has additional space here for use on an 8 1/2 x 11 sheet)

_____
Signature

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PROCEDURE FOR SELECTION OF STUDENTS

I. Explain project to student.

   A. Time committment

   B. Competencies required

II. Interview student to ascertain

   A. Background experience

   B. Interest in teaching

   C. Ability to communicate

III. Get names of appropriate recommending agent from student.

IV. Contact recommending agent.

   A. Phone call to explain

   B. Recommendation form sent

V. Make a judgement based on information gathered.

VI. Advise student of their status

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR. 97045

DIV.HLTH.,P.E.,HUM.SERV.

COURSE TITLE: INTRODUCTION TO INSTRUCTIONAL TECHNIQUES AND METHODS FOR OCCUPATIONAL TEACHERS

INSTITUTION: Clackamas Community College

COURSE NO. ED 199

OUTLINE DEVELOPED BY: John F. Bohan

CREDIT HOURS 3

TYPE OF PROGRAM: Transfer

DATE: _____

Course Description:

This course is designed to introduce and assist the beginning occupational teacher identify, plan for, and implement effective instruction. Areas of emphasis will be curriculum, instruction, and evaluation.

Course Objectives: The student will be able to identify and demonstrate beginning competencies to:

1. Construct curriculum that is relevant and analytical to occupational education
2. Identify, evaluate, adapt, and determine instructional materials and methods of presentation
3. Identify and apply measurement instruments as applicable to occupational education.

Length of Course: 1 Term- A minimum of 33 class hours

Prerequisite: None. Recommended for persons beginning employment as occupational teachers.

Required Text: None.

Suggested References:

Mager, Robert F., Preparing Instructional Objectives; Fearon Publishers, Palo Alto, CA, 1962

Mager, Robert F., and Beach, Kenneth M., Jr., Developing Vocational Instruction, Fearon Publishers, Palo Alto, CA, 1967

Mager, Robert F., Developing Attitudes Toward Learning, Fearon Publishers, Palo Alto, CA, 1968

Mager, Robert F., Goal Analysis; Fearon Publishers, Belmont, CA, 1972

ED 199 - Introduction to Instructional Techniques and Methods for Occupational Teachers

Student Assignment Outline

Course Description - This course is designed to introduce and assist the beginning occupational teacher identify, plan for, and implement effective instruction. Areas of emphasis will be curriculum, instruction, and evaluation.

Course Objectives - You will be able to identify and demonstrate beginning competencies too:

1. Construct curriculum that is relevant and analytical to occupational education.

2. Identify, evaluate, adapt, and determine instructional materials and methods of presentation.

3. Identify and apply measurement instruments as applicable to occupational education.

Course Content

Curriculum — 12 Hours

1. Educational objectives
2. Developing a course outline
3. Defining content from objectives
4. Establishing performance standards

Instruction — 12 Hours

1. Analyzing and sequencing learner behavior
2. Selection of learning materials and resources
3. Instructional tactics (Classroom and laboratory)
4. Writing lesson plans
5. Individualizing instruction
6. Identifying and handling learning needs of individuals

Evaluation — 6 Hours

1. Evaluation - Modern measurement methods
2. Writing tests which measure objectives
3. Constructing by the teacher - performance tests
4. Using performance tests
5. Instructional supervision/strategy

EVALUATION

Participation and attendance during class will be part of the final grade. A Mid-term and fianl test consisting of essay type questions relative to the objectives of the class will also be used for evaluation.

COURSE TITLE: PRACTICUM - INTRODUCTION TO VOCATIONAL TEACHING

INSTITUTION: Clackamas Community College COURSE NO. ED 210

OUTLINE DEVELOPED BY: John F. Bohan CREDIT HOURS 6

TYPE OF PROGRAM: Transfer DATE: _____

Course Description:

An observation and experience practicum to acquaint vocational students with the role and responsibilities of vocational education teachers, and to develop awareness of techniques and skills required for vocational instruction. The student will function as a teacher aide to the cooperating instructor.

Course Objectives - The student will:

1. Actively observe and identify ways to promote learning.
2. Become involved in classroom activity.
3. Assist the supervising instructor in some or all of the following ways:
   a) Planning instruction for individuals and groups
   b) Correcting papers
   c) Teaching individuals and small groups
   d) Locating materials and supplies
   e) Record keeping, attendance, inventory
   f) Supervising seatwork (station work)
   g) Sharing in room clean up, light, heat, and space control
   h) Evaluating individuals and groups

Length of Course: 1 term - 165 hours or more, consisting of 15 lab hours and 1 seminar hour per week.

Prerequisite: Acceptance in the Teacher Assistant Training Project

Required Text: None

ED 210 - Introduction to Vocational Teaching
Student Assignment Outline

Education 210 is an observation-experience practicum and seminar to acquaint vocational students with the role and related activities of vocational teachers and to develop awareness of techniques used when working in the classroom setting.

The course has two parts:

1. Observation and involvement in the vocational classroom activities for a total of 150 hours.

2. A seminar studying some education theories, instructional techniques, and using group interaction to discuss teaching situations that arise in different school situations.

Week 1 - CLASSROOM OBSERVATION AND RECORDING

Observe secondary classrooms. Report on the observation. Use report to evaluate group techniques and methodology used in classroom and laboratory situations.

Week 2 - INTERACTION - KEY TO EFFECTIVE TEACHING

Teacher roles - Variables affecting that role.

Week 3 - TYPES OF TEACHING-LEARNING INTERACTIONS

Class meeting
Lesson plan

Week 4 - AIM AND MOTIVATION

How students learn
Types of motivation

Week 5 - HUMAN BEHAVIOR AND LEARNING PROCESSES

Perceptual Development
Jerome S. Bruner
Jean Piaget
Robert Mager

Week 6 - QUESTIONING

Good and bad questions
Question presentations

Week 7 - DEMONSTRATIONS

Use of demonstrations
Advantages and limitations

ED 210 - Continued

Week 8 - AUDIO-VISUAL AIDS

What are they and why to use them
Advantages and limitations

Week 9 - EVALUATING THE INTERACTION

Types of evaluation
Functions of a written examination

Week 10 - GRADING

Alternatives for grading and evaluation

COURSE EVALUATION

Participation and attendance at the weekly seminars will be a major factor in the final grade. Your supervising teacher in the practicum site will also be consulted for their evaluation in the grading process. Included in their evaluation will be: Abilities and Work Habits; Attitude and General Cooperation; and Personal Competencies.

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Oregon City, OR 97045

SELF ASSESSMENT

(Used at beginning of course. Check marks indicate responses by students.)

Consider each statement. Then rate yourself on the scale which follows according to how you regard your present ability to do what the statement says. For example, look at statement #1, if you presently know all the ways one can become a teacher of vocational education in High School or Community Colleges, circle the 5. If you don't know any of the ways, circle one. If you think you sort of know some mark 2, if you are sure you know some, mark 3 and so on for each statement.

1. I can identify the ways to become a teacher of vocational education in high schools or community colleges in Oregon:

None		Some		All
1	2	3	4	5
///	/	////	////	

2. I can identify employment opportunities for teachers of vocational education.

None		Some		All
1	2	3	4	5
//	//	////	////	

3. I can identify the characteristics of the work of teachers of vocational education.

None		Some		All
1	2	3	4	5
	/	////	///	///

4. I can describe ways to plan instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5
	////	//	//	//

5. I can describe ways to execute instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5
	///	///	////	

6. I can describe ways to evaluate instructional activities in a vocational education program.

Not at All				Entirely
1	2	3	4	5
	////	///	///	

7. I can describe the dynamics of human relations involved in the teaching learning process.

Not at all				Entirely
1	2	3	4	5
	///	///	//	

8. I am prepared to function as a teacher assistant in a high school vocational program.

Not at All		Some		Fully
1	2	3	4	5

9. I am interested in becoming a vocational teacher.

Not at All		Somewhat		Definitely
1	2	3	4	5

Comment briefly on what you hope to get from this class.

How did you first learn about the project?

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SELF ASSESSMENT

Appendix D

(Used at end of course. Check marks indicate student responses.)

Consider each statement. Then rate yourself on the scale which follows according to how you regard your present ability to do what the statement says. For example, look at statement #1, if you presently know all the ways one can become a teacher of vocational education in High School or Community Colleges, circle the 5. If you don't know any of the ways, circle one. If you think you sort of know some mark 2, if you are sure you know some, mark 3 and so on for each statement.

1. I can identify the ways to become a teacher of vocational education in high schools or community colleges in Oregon:

//// /// ///

None — Some — All

1 2 3 4 5

2. I can identify employment opportunities for teachers of vocational education.

/// /// ////

None — Some — All

1 2 3 4 5

3. I can identify the characteristics of the work of teachers of vocational education.

/// // ///

None — Some — All

1 2 3 4 5

4. I can describe ways to plan instructional activities in a vocational education program.

/// //// //

None — Some — All

1 2 3 4 5

5. I can describe ways to execute instructional activities in a vocational education program.

// /// ///

None — Some — All

1 2 3 4 5

6. I can describe ways to evaluate instructional activities in a vocational education program.

/// // ////

Not at All — Entirely

1 2 3 4 5

7. I can describe the dynamics of human relations involved in the teaching learning process.

/ //// /// //

Not at all — Entirely

1 2 3 4 5

SELF ASSESSMENT (cont'd.)

8. I am prepared to function as a teacher assistant in a high school vocational program.

Not at All		Some		Fully
1	2	3	4	5

9. I am interested in becmming a vocational teacher.

Not at All		Somewhat		Definitely
1	2	3	4	5

Briefly evaluate this class. In your evaluation consider the following: 1. What should this course do for its students, 2. How well did this course do those things for you? 3. What could be done to improve this course?

EVALUATION OF TEACHER ASSISTANT TRAINING PROJECT
BY HIGH SCHOOL ADMINISTRATORS

In what ways could this project be improved so as to be a more viable link in the training of future vocational educators?

(This form has additional space here for use on an 8 1/2 x 11 sheet)

_____
Signature

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Oregon City, OR 97045

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Oregon City, OR 97045

Appendix D

CO-OPERATING INSTRUCTOR'S EVALUATION OF TEACHER ASSISTANTS

1. In which of the following ways did your Teacher Assistant function? Rate his or her performance.

A) Planning instruction for individuals and/or groups

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
	//	///	//	

B) Correcting papers

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
		//	////	

C) Instructing individuals and/or groups

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
		////	//	//

D) Locating materials and supplies

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
		//		

E) Recordkeeping, attendance, inventory

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
		//	//	

F) Supervising stationwork

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
	//		////	//

G) Sharing in room cleanup, light, heat and space control

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
		//	//	

H) Other - Specify and rate

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5
			//	

2. Rate your Teacher Assistant on the following competencies

A) Knowledge of subject matter

Poor		Satisfactory		Superior
1	2	3	4	5
		//	////	//

B) Ability to work with you

Poor		Satisfactory		Superior
1	2	3	4	5
	//			////

C) Ability to work with students

Poor		Satisfactory		Superior
1	2	3	4	5
	//			////

D) Ability to identify with student's needs

Poor		Satisfactory		Superior
1	2	3	4	5
		//	//	////

E) Ability to meet student's needs

Poor		Satisfactory		Superior
1	2	3	4	5
	//		////	//

F) Attitude toward students, instructors

Poor		Satisfactory		Superior
1	2	3	4	5
			/	////

G) Ability to communicate clearly

Poor		Satisfactory		Superior
1	2	3	4	5
	//		//	///

H) Imagination and creativeness in the work with you and your students

Poor		Satisfactory		Superior
1	2	3	4	5
	////		//	//

I) Dependability

Poor		Satisfactory		Superior
1	2	3	4	5
	//			////

3. Overall, rate your Teacher Assistant in terms of performance in your classroom.

Poor		Satisfactory		Superior
1	2	3	4	5
	//		////	//

4. Do you think your Teacher Assistant would be an effective vocational teacher? Why or why not?

5. Include any other comments that might be useful in assessing the Teacher Assistant's performance in your classes.

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR 97045

Appendix D

CO-OPERATING INSTRUCTOR'S EVALUATION OF THE TEACHER ASSISTANT TRAINING PROJECT

1. Do you think that the addition of Teacher Assistants in your classroom had an impact on the educational experience of your students? Rate that impact.

Detracted		No Impact		Improved Their Experience Considerably
1	2	3	4	5
		//// /	////	

Comment:

2. Do you think your Teacher Assistant gained in his knowledge through his experience in your class? Rate that change in knowledge.

No Change		Some		Very Changed
1	2	3	4	5
		//// //	///	

Comment:

3. How adequately prepared was your Teacher Assistant for his experience with you?

Poorly		Satisfactory		Very Well
1	2	3	4	5
		//	//// ///	

Comment:

4. How well were you prepared and informed about the project before you made your committment to participate?

Not at all		Adequately		Well
1	2	3	4	5
		////	////	

Comment:

5. Rate your satisfaction with your Teacher Assistant.

Dissatisfied	Satisfied	Very Satisfied
	//	//// ///

Comment:

6. Rate your satisfaction with the Teacher Assistant Training Project in your school.

Dissatisfied		Satisfied		Very Satisfied
1	2	3	4	5
			//	//// //

Comment:

7. Rate your willingness to participate in the project again.

Not Willing		Interested		Very Willing
1	2	3	4	5
			//	//// ///

Comment:

8. This project is experimental. In order to refine and improve it we would like specific comments which would be of help. Please comment on both the good and bad aspects of the project as you see it. Include any additions you feel should be made to the project to increase its effectiveness, or any parts you think could be omitted.

STUDENT EVALUATION OF TEACHER ASSISTANT

1. How helpful was the Teacher Assistant to you?

Not Helpful		Helpful		Very Helpful
1	2	3	4	5
		148	106	38

2. How helpful was it to have the Teacher Assistant in your classroom?

Not Helpful		Helpful		Very Helpful
1	2	3	4	5
		102	136	25

3. Did the Teacher Assistant contribute to your understanding of your course work?

Not helpful		Helpful		Very Helpful
1	2	3	4	5
		226	42	

4. Rate your Teacher Assistant on the following:

   A. Helpfulness with your learning

Poor		Satisfactory		Very Good
1	2	3	4	5
	76	96	56	

   B. Attitude toward you

Poor		Satisfactory		Very Good
1	2	3	4	5
		245	65	

   C. Ability to communicate ideas clearly

Poor		Satisfactory		Very Good
1	2	3	4	5
	42	106	76	

   D. Knowledge of his or her subject

Poor		Satisfactory		Very Good
1	2	3	4	5
		102	122	48

The Teacher Assistant in your class took training at Clackamas Community College. Rate your opinion of Clackamas Community College as a result of your exposure to the Teacher Assistant.

Lowered		No Change		Raised
1	2	3	4	5
		145	136	

Make any additional comments you have regarding the Teacher Assistant in your classroom.

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Oregon City, OR 97045

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Appendix D

TEACHER ASSISTANTS EVALUATION OF THE TEACHER ASSISTANT

TRAINING PROJECT

RECRUITMENT:

1. What was your purpose in entering the project?

2. Identify any problems you encountered in entering the project.

FIELD EXPERIENCE:

1. Did your knowledge of your subject improve teaching others?

Not at all		Somewhat		Very Much
1	2	3	4	5
		//	////	///

2. Did your presence in the classroom improve the educational experience of the secondary student?

Not at all		Somewhat		Very Much
1	2	3	4	5
		//// //	//	///

3. Did your field experience increase your awareness of the work of the vocational teacher?

Not at all		Somewhat		Very Much
1	2	3	4	5
			//// ///	////

4. Did your field experience and seminar increase your awareness of the opportunities in teaching vocational education?

Not at all		Somewhat		Very Much
1	2	3	4	5
			//// ////	///

5. List the most significant aspects of your field experience. The most important things you did, the most important things you learned.

Teacher Assistants Evaluation of the Teacher Assistant Training Project

OVERALL EVALUATION OF THE PROJECT:

1. Rate your overall reaction to the Teacher Assistant Training Project as a means to explore the career of vocational teaching.

Unuseful		Useful		Very Useful
1	2	3	4	5
			//// ////	//// /

2. Rate the project co-ordinator's performance.

Not Helpful		Helpful		Very Helpful
1	2	3	4	5
		////	////	////

3. Have your occupational aspirations been enlarged by this experience?

Not at all		Somewhat		Definitely
1	2	3	4	5
		//	//// //	////

4. Has this project changed your educational goals? Yes No

If yes, How?

If no, explain briefly.

5. How likely is it that you will pursue a career in vocational teaching?

Not at all		Somewhat		Very
1	2	3	4	5
///		////		////

6. How helpful has the project been in your process of deciding whether or not to pursue a career in vocational teaching?

Not at all		Somewhat		Very
1	2	3	4	5
			//// //	////

Please make any comments you have regarding any part of the project or any of the personnel involved.

CLASSROOM EXPERIENCE

1. The following were the issues covered in the Ed 199 course. Rate the importance of each in relation to your Teacher Assistant experience.

   A. Organization of education in Oregon.

Teacher Assistants Evaluation of the Teacher Assistant Training Project

B. Writing Performance Objectives, Developing Lesson Plans, Planning for Instruction.

Not Important		Somewhat		Important
1	2	3	4	5
			//// ///	////

C. Methods of Instruction: Group, Individual, A.V., Youth Groups.

Not Important		Somewhat		Important
1	2	3	4	5
			////	//// /

D. Testing and Evaluation, Identifying Students with special needs, class control.

Not Important		Somewhat		Important
1	2	3	4	5
		////	////	//

E. Human Relations in Education.

Not Important		Somewhat		Important
1	2	3	4	5
			//// ///	////

F. Philosophy of Vocational Education.

Not Important		Somewhat		Important
1	2	3	4	5
		////	//// //	

G. Certification Requirements for Vocational Teachers.

Not Important		Somewhat		Important
1	2	3	4	5
			//// ///	////

2. List those issues you think need to be added to or should receive more emphasis for the Fall Quarter education course.

3. List any issues you think should be omitted or de-emphasized from the Fall Quarter course.

4. Other comments.

COMMENTS ON THE COURSE

... I feel the placement was invaluable to me in that it allowed me a chance to realize my capabilities and develop self confidence in dealing not only with students as students, but people also .... The placement also allowed me to grow and expand as an individual. I was able to get in touch with my feelings on how I felt about high school students. Something I think only an actual experience can provide.

... This course is extremely important being offered as it is at the beginning of a college education instead of at the end. I'm sure many wrong decisions will be avoided by this.

... There were minor problems, though on the whole, the program was effective in giving some exposure to vocational education.

... I found myself reading and studying up many times before I came to class so as not to lead the student in the wrong direction.

... All in all, I enjoyed the class and the experience and feel it was a valuable thing for me.

... At first I was scared of the students, but I finally realized that they acted just like I did when I was in high school ... I started thinking I didn't know anything about Auto Mechanics, and started getting worried, but I finally built up my confidence, and now I'm sorry to leave.

... I learned very much on how to evaluate the students as well as myself.

... You taught me an awful lot about teaching, about understanding my teachers, and my own reactions toward my previous teachers.

... I thoroughly enjoyed the class and the discussion sessions that spontaneously occurred.

... I discovered so many things that I really needed to know, not only about teaching and instructing, but learning about myself as a teacher, student and individual ... As we were a variety of students, I thought the course was presented in such a way to reach us all.

... This class not only taught me principles of instruction, but also brought to mind the reasons why I do things in my class.

... The course opened up the job of teaching to me and showed me that I would like to go on and perhaps become a vocational teacher.